DOCUMENT RESUME

ED 342 206 FL 017 762

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TITLE Teaching Limited-English Proficient Children: PREP (Preparing Refugees for Elementary Programs).
INSTITUTION World Relief, Bataan (Philippines). Philippine Refugee Processing Center.
PUB DATE Mar 88
NOTE 38p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Classroom Techniques; Cultural Education; Curriculum Design; Elementary Education; *English (Second Language); Federal Programs; Foreign Countries; Instructional Materials; Lesson Plans; *Limited English Speaking; Mathematics Instruction; *Refugees; *School Readiness; Second Language Instruction; Teacher Education; *Transitional Programs
IDENTIFIERS Philippine Refugee Processing Center; Philippines; *Preparing Refugees For Elementary Programs

ABSTRACT

The PREP (Preparing Refugees for Elementary Programs) program and curriculum are described. The federally-funded program provides English language and cultural training to elementary-school-aged Southeast Asian refugee children in the Philippine Refugee Processing Center in Bataan. Its objective is to aid children in the transition to schools in the United States. Curriculum and materials, program design, scheduling, teachers and teacher training, and student achievement are outlined. Appended materials include daily and weekly schedules for different age groups, a proposed revision of the English language instructional sequence, an outline of the math scope and sequence, two sample English language units, two sample math units, the teacher training schedule, a chart of classroom management objectives and techniques, and a teacher supervisor job announcement. (MSE)

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TEACHING LIMITED-ENGLISH PROFICIENT CHILDREN: PREP (PREPARING REFUGEES FOR ELEMENTARY PROGRAMS)

Purdham, Lois; And Others

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PREP

PREPARING REFUGEES FOR ELEMENTARY PROGRAMS

World Relief
Philippine Refugee Processing Center
Bataan, Philippines

Background

In 1986 the Overseas Refugee Training Office of the U.S. Department of State, responding to stateside concern, contracted World Relief to provide English language and cultural training to elementary-aged S.E. Asian refugee children in the Philippine Refugee Processing Center in Bataan, Philippines.

Serving approximately 4000 students ages 6-11 1/2, the PREP program (Preparing Refugees for Elementary Programs) prepares children for a successful transition to U.S. schools. The first PREP students began in April of 1987 and enrolled in stateside schools later that September. As of February 1988 PREP has graduated 1157 students. Eight cycles of classes run concurrently with a total of approximately 55 classes.

Curriculum & Materials

Fundamental to the PREP staff's curriculum efforts are three guiding principles:

The PREP program involves students in activities that present whole, natural instances of language use. Since children learn language best when they are involved in activities requiring language use (Hamayan 1987), the PREP curriculum offers a wide variety of interesting activities that engage the children and stimulate them to use English meaningfully.

A second principle underlying the curriculum is that children-at least those in the age ranged served by PREP-are still developing both conceptually and linguistically, in contrast to adults, who have already developed the cognitive skills of classifying, comparing, sequencing, and inferring. So that children understand new concepts before dealing with them in English, many activities are arranged like the lesson on "senses": Students first learn the concept of classifying by placing items that are smooth and rough into two different piles; afterwards they are introduced to the language that compares the items.

The third principle underlying the PREP curriculum is that for these refugee children, success in U.S. schools involves not only thinking and literacy skills, but also the study skills and interpersonal skills possessed by most American children at that age. The PREP curriculum addresses these needs through activities involving teamwork, cooperative tasks, and competitive games and sports. Students learn study skills through completing homework assignments, doing projects, taking tests, and using the library.

Topics for learning English were selected to provide experience at the different stages of language acquisition-preproduction, speech emergence, and fluency. Activities for each topic were correlated with a variety of commercially available texts and materials to allow teachers greater flexibility in their lesson planning. A materials development team was established to create and mass produce visuals and resources required for each activity. Pilot testing of the curriculum began in April 1987, with teachers providing daily feedback to the curriculum coordinator on revision needs.

Students use gestures to tell and re-tell stories.

Classrooms are provided with sets of The Rainbow Collection, Experience in English, picture dictionaries, 8-11 Big Books with accompanying small texts and sets of library books for students to use during the periods. The sets of library books are rotated among classrooms so the children have exposure to a wide array of current children's literature.

Math is taught through a discovery approach utilizing a wide variety of manipulative materials and problem-solving workbook to supplement work down in class and to prepare children for using and handling textbooks.

Program Design

All children attend 18 weeks of instruction in cycles that parallel the language, Cultural Orientation and Work Orientation courses their parents attend. PREP students 8-11 1/2 study 360 hours or approximately 4 hours per day. Upon graduation, the children accompany their parents to their country of resettlement: the United States.

To ease students' transition, special focus is placed on replicating a U.S. elementary school throughout the program by means of typical subject areas, appropriate classroom rules, classroom arrangements and activities. In PREP, students learn what to expect of American schools and they develop confidence in their ability to handle new situations. PREP students, in self-contained classrooms, study subject areas that include language/conceptual development, math, recess (guided play), and enrichment. In addition, whole-language reading and writing activities are given daily attendtion. A sample daily schedule is given on page 3.

The largest single block of time, nearly two hours, covers the 28 English Language Units (ELUs), which deal with familiar elementary school topics. Simple social studies and science concepts are integrated into the ELUs as well. These school topics are shown on page 3.

Children are, to the extent possible, grouped by English language ability, although the majority of children know little or no English when they begin the program.

PREP students and their teacher read together from one big book

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School topics are:

Week 1	Personal Information Classroom Safety
Week 2	Body Parts
Week 3	Clothing
Week 4	Family
Week 5	Home
Week 6	Size Personal Information
Week 7	Feelings
Week 8	Health
Week 9	Food Nutrition
Week 10-12	Plants Animals
Week 13	Shopping
Week 14	Directions Maps Globes
Week 15	School Locations and People Community Places and People
Week 16	Transportation Telephone Safety
Week 17	Transit
Week 18	Review Graduation

PREP Weekly Schedule - 8 to 11 Year Olds

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:10	Warm-up	Warm-up	Warm-up	Warm-up	Warm-up
8:10-8:40	Reading	Reading	Reading	Reading	Reading
8:40-9:00			English		
9:00-9:30			Language		
9:30-10:00			Units		
10:00-10:30	R	E	C	E	S	S
10:30-11:00	Math	Math	Math	Math	Math
11:00-11:30	Math	Writing	Math	Writing	Math
11:30-12:00	Writing/ Wrap-up	Enrichment	Writing/ Wrap-up	Enrichment	Writing/ Wrap-up

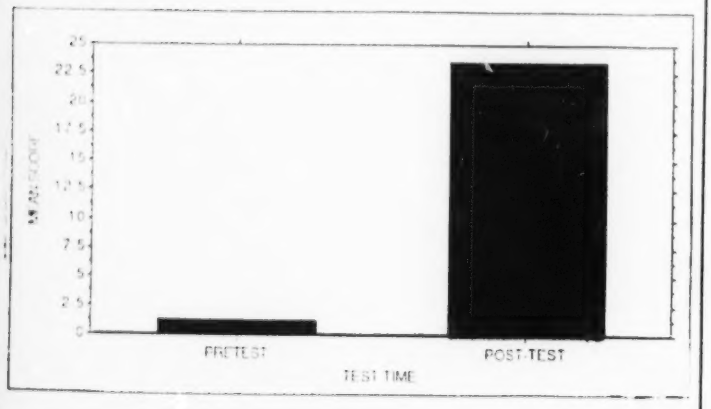
Teacher and Training

As in other components of the Overseas Refugee Training Program, each PREP teacher works closely with a supervisor; with each supervisor heading a team of 8 teachers. Teachers teach four hours per day and are involved in teacher training for 2 1/2 hours daily.

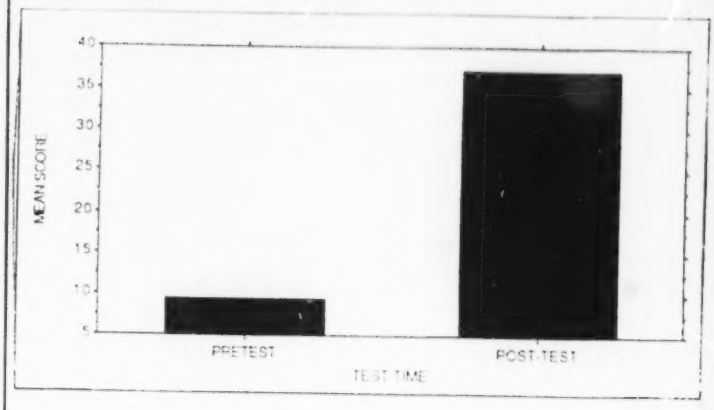
Through formal and informal training sessions, observation and feedback, teachers learn to evaluate themselves and improve their instructional skills. Staff receive training in such area as: language acquisition, analysis and application of methodologies current in the U.S., lesson planning, classroom and time management, teachers work together on observations, sharing feedback as well as team and demonstration teaching.

Assessment

Preliminary results of the first PREP Proficiency Test, developed and administered by the Center for Applied Linguistics, appear to show substantial improvement of PREP students in oral language ability. Literacy among the 8-11 year olds students also showed marked improvement. Among the 6-7 year olds, literacy gains were somewhat less. Oral proficiency mean comparisons for all ages are graphed below:



6-7 PRE AND POST-TEST MEAN COMPARISON IN THE ORAL TEST



8-11 PRE AND POST-TEST MEAN COMPARISON IN THE ORAL TEST

Conclusion

PREP marks a significant and exciting development in training for young refugee children. Findings from current research and new methodologies have been incorporated into the program design. As a result, the PREP staff hopes to contribute to, as well as profit from, the body of knowledge about second language acquisition and literacy, particularly in respect to this unique group not yet immersed in the target culture and language.

Of course, PREP's most important goal is to prepare refugee children for the difficult transition awaiting them. PREP should provide significant assistance to U.S. teachers in their task of bringing these children up to "grade level" while easing the adjustment. We believe that PREP will offer the boost they need to succeed, and do so through activities that are meaningful, effective, and fun.

For more information regarding the PREP program and/or current positions available please contact World Relief, P.O. Box WRC, Wheaton, IL 60187, or phone: (312)-665-0235.

PREP Weekly Schedule - 8 to 11 Year Olds

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:10	Warm-up	Warm-up	Warm-up	Warm-up	Warm-up
8:10-8:40	Reading	Reading	Reading	Reading	Reading
8:40-9:00			English		
9:00-9:30			Language		
9:30-10:00			Units		
10:00-10:30	R	E	C	E	S S
10:30-11:00	Math	Math	Math	Math	Math
11:00-11:30	Math	Writing	Math	Writing	Math
11:30-12:00	Writing/ Wrap-up	Enrichment	Writing/ Wrap-up	Enrichment	Writing/ Wrap-up

PREP Weekly Schedule - 6 & 7 Year Olds

8:00 - 8:20	Warm-up
8:20 - 9:00	Literacy or ELU
9:00 - 9:45	ELU or Literacy
9:45 - 10:15	Recess
10:15 - 10:45	Math
10:45 - 11:15	Choice
11:15 - 11:45	Enrichment
11:45 - 12:00	Wrap-up

PROPOSED REVISION OF ELU SEQUENCE

Week 1	Personal Information Classroom Safety
Week 2	Body Parts
Week 3	Clothing
Week 4	Family
Week 5	Home
Week 6	Size & Personal Attributes
Week 7	Feelings
Week 8	Health
Week 9	Food & Nutrition
Week 10-12	Plants & Animals
Week 13	Shopping
Week 14	Directions Maps & Globes
Week 15	School Locations & People Community Places & People
Week 16	Transportation Telephone Safety
Week 17	Transit
Week 18	Review and Graduation

The ELU, Field Day, is taught before Field Day, which occurs around mid-cycle for most students. Field trips to PASS and other camp facilities occur throughout the cycle.

PREP MATH
SCOPE AND SEQUENCE

Units	Objectives
1. Number Concepts	1. Rote count 0-9 2. Recognize number sets 0-9 3. Recognize numerals 0-9 4. Sequence numerals 0-9 5. Compare numbers 0-9 (more/less) 6. Rote count 10-20 7. Recognize number sets 10-20 8. Recognize numerals 10-20 9. Sequence numerals 10-20 10. Count by 2s to 20 11. Rote count 20-100 12. Recognize number sets 20-100 13. Recognize numerals 20-100 14. Sequence numerals 20-100 15. Count by 5s to 100 16. Count by 10s to 100 17. Answer/solve simple work problems involving number recognition and sequence **Advanced** 18. Recognize number sets 100-1000 19. Recognize numerals 100-1000 20. Count to 1000 by 100s
2. Addition	1. Understand concept of addition 2. Do addition problems -- sums to 9 3. Understand concept of place value through chip trading games 4. Understand place value: 10s and 1s 5. Add two digit numbers without regrouping 6. Add two digit numbers with regrouping 7. Answer/solve simple word problems involving addition **Advanced** 8. Understand place vcalue 100's, 10's and 1's 9. Add three digits without regrouping 10. Add three digit numbers with regrouping

3. Subtraction

1. Understand concept of subtraction
2. Do subtraction problem with differences to 9
3. Subtract from 10 by regrouping 10 to 1s
4. Subtract two digit numbers without regrouping
5. Subtract three digit numbers with regrouping
6. Answer/solve simple word problems involving subtraction

Advanced

7. Subtract from 100 by regrouping
8. Subtract three digit numbers without regrouping
9. Subtract three digit numbers with regrouping

4. Money

1. Recognize and name American coins
2. Associate the value with each coin
3. Add and subtract coins to 99 cents
4. Recognize and name bills (1,5,10,20)
5. Use money notation through three digits
6. Answer/solve simple word problems involving money

Advanced

7. Add and subtract money using three digit numbers
8. Make change

5. Multiplication and Division

1. Understand concept of multiplication
2. Multiply facts to 5x5
3. Understand concept of division
4. Work problems using division facts to 25 divided by 5
5. Answer/solve simple word problems involving multiplication and division

Advanced

6. Multiply facts to 12. Work problems using multiplication facts to twelve
7. Divide facts to 12. Work problems using division facts to twelve.
8. Use place value when multiplying and dividing.

6. Fractions and Decimals

1. Recognize and name circle, triangle
2. Understand rectangle, parts and whole.
3. Identify 1/2
4. Identify 1/4 and 1/3
5. Write fractions to separate parts of object (1/2, 1/3,1/4)

Advanced

6 .Understanding equivalency between part and decimal under one
7. Convert decimal to part and part to decimal under one
8. Understand equivalency between part and decimal over one
9. Convert decimal to part and part to decimal over one
10. Understand relationship between decimals and money
11. Addition 4 digit numerals (i.e., $10.25) including decimals
12. Subtract 4 digit numerals (i.e., $10.25) including decimals
13. Adding and fractions with same denominator
14. Understand equivalen fractions
15. Reduce fractions to lowest term
16. Add and subtract fractions with unlike denominators.

ENGLISH LANGUAGE UNIT: Classroom
OBJECTIVES: Children recognize classroom objects and follow directions

WEEK: 1 **ACTIVITY:** Classroom 4
LEVEL: Beginning
SKILLS
Thinking:

Language:

School:

Literacy:

ACTIVITY School Bag

This activity reviews and extends "Classroom Objects - TPR". It is continued as Classroom-5.

Call the children up one by one and ask them to choose an object from a school bag. They name it if they can. If the object is new to the class, talk about and show its use and care briefly, and write its name or put a label in the pocket chart. Ask the child to take the object back to her/his seat. You can also play this in a circle on the floor.

You can now do TPR with these objects - "hold up, put down, touch, give ...". You can also ask the class questions such as "Who has the eraser? Do you / does ____ have the eraser?" When you sense the activity has gone on long enough, call the objects back in. Rather than calling on a student to return an object, you can just say, "I'd like/ please give me the eraser." See if that child responds. If not, perhaps classmates will prompt him/her to give it back. Make this into a game, and move it quickly.

As follow-up to this lesson, play either Mystery Bag or What's Missing?

CORE VOCABULARY

Beginning:	the/a pencil	take
	the/an eraser	touch
	the paper	pick up
	the/a book	put down
	the/a bag	please give me
	the/a crayon	give ____ to _____
	the/a ruler	get
	the scissors	who ... ?
	the/a pen	do you? does s/he?
	the chalk	yes / no

Materials Needed: classroom objects listed above, labels for objects

Reading/Writing Support Activity Materials: objects and labels

Follow-up Activity Materials: same objects; a bag to hold them, a towel or other covering.

Homework:

ASSESSMENT The activity is its own assessment.

READING/WRITING SUPPORT ACTIVITY: Match the objects to the labels or words that you put in front of the class during above activity. Point to a word and ask the child with that object to hold it up.

FOLLOW-UP ACTIVITY: Mystery Bag: children close their eyes and reach into a bag, removing an object which they must try to name, or describe, without seeing it. Classmates remain silent until child has made a guess and opens eyes or removes blindfold.

What's Missing?: you show children 3 - 5 objects on a table in front of the class. They name them. Then cover the objects with something - a towel perhaps - and from under the cover remove one object,so children don't see what you've taken away. You remove the cover and they must name the missing object.

HOMEWORK

TEACHER COMMENTS

DATE: 2/15/88

Adapted from:

ENGLISH LANGUAGE UNIT: Animals
OBJECTIVES: Describe general characteristics of animals: insects, body parts.

ACTIVITY Bug Cages 1 hour

- N.B.: Before class collect tuna cans (or cans of a similar size). Bring enough so each small group (pairs or groups of three) can make a bug cage. Cut screening wire into 9 X 12 pieces, one piece for each bug cage. Make a model cage by rolling the screening so that the cans can fit at either end: Connect the 2 sides of the wire with staples or with small pieces of wire. To put bugs into the cage, take off one of the tin cans.

- Divide students into small groups. Show them your bug cage. Explain what it is used for and show how you made it. Give students the materia s and help them make their own.

- When the cages are finished, have students collect bugs and put them inside. Ask students to observe their bugs. Ask questions depending on class level, e.g., "How many legs do they have?" (all insects have six legs), "How many body parts?" (3: head, *thorax, abdomen*). "Do they have wings?" (some do, some don't), "What color is your bug?", "*Does your bug have antennae?* Make a chart of all the bugs. Note the number of legs (all should have six), body parts (all have three), wings, antennae. Ask students to draw conclusions about all insects based on the ones they've collected. (Spiders have eight legs and two body parts!)

- After students have studied their insect, have them release it. Discuss why they shouldn't keep it for a long time in the cage.

ASSESSMENT

- Have individual students tell you the parts of an insect.

WEEK: 12 **ACTIVITY:** Animals-9
LEVEL: Beginning/Intermediate
SKILLS

Thinking: Classifying, comparing, identifying, inferring

Language: Describing, comparing

School: Charting

Literacy: Fine motor skills, *writing for communication*

CORE VOCABULARY

Beginning:	bug/insect	wing	[colors]
	cage	leg	
	wire	head	
	can		
Intermediate:	*antenna*		
	thorax		
	abdomen		

Materials Needed:
Tuna-size tin cans
Screening wire
Staples or small pieces of wire

Reading/Writing Support Activity Materials:
Paper, crayons, Experiences in English

Follow-up Activity Materials: cage or terrarium, food and water for a classroom pet

Homework: equipment for collecting insects

READING/WRITING SUPPORT ACTIVITY:

(10 minutes) • Have students draw pictures of their insect and label parts.

(10 minutes) • Have students write a brief story (a few sentences) describing how they caught their insect.

(15 minutes) • Experiences in English, "Parts of Birds and Insects," page 89.

FOLLOW-UP ACTIVITY:

Keep a small pet in the classroom in a comfortable cage. Make sure your pet has water, food and a spot out of the direct sun. A terrarium makes a fine home for many insects and other small creatures.

Children can observe, talk and write about their animals, as well as take responsibility for their care.

HOMEWORK If you don't have time in class to collect bugs (or if you want additional bugs), have students look for insects around their billets.

TEACHER COMMENTS

DATE: 5/1/87

Adapted from:

MATH UNIT: Number Concepts
OBJECTIVES: Recognize number sets, 0-4

WEEK: Unit 1 **ACTIVITY:** 1.2A
LEVEL: Beginning
SKILLS
Thinking:

Language:

School:

Literacy:

ACTIVITY Number stations

In preparation for setting up number stations, read pp. 166-167 of Math Their Way. Choose the materials you want to use on a given day from those listed at the right. You can choose to work with only one material, or you may select several and have children work at different stations.

In MTW, the children move freely from station to station, exploring the materials that interest them. The teacher does not tell them where to go or how long to stay there. You will probably not be able to give your children such freedom on your first day, and so you may limit materials and movement at first. If you set up stations, you may choose to tell them when to move by ringing a bell or setting a timer. However, it should be your goal, both in terms of classroom setup and classroom management, to move toward the kind of classroom suggested by MTW.

Pages 168-176 of MTW show you how to use nine different materials (including "junk") at number stations. Our younger students who are developing number concepts can spend many class periods with these activities. Don't hurry them. Children who have developed number concepts will move through this activity, and the following ones, very quickly. Once you are sure they know the English words, move on!

CORE VOCABULARY

zero	toothpicks	table
one	tiles	design / pattern
two	pattern blocks	make
three	unifix cubes	move
four	wooden cubes	how many?
five	beans	
six	geoboards	
seven	paper squares	
eight	jewels	
nine	junk	

Materials Needed: toothpicks, tiles, pattern blocks, unifix cubes, wooden cubes, beans, jewels, geoboards, paper squares, junk

Reading/Writing Support Activity Materials: glue, drawing and construction paper, toothpicks, scissors, crayons, MTW worksheets 2-6, 17, 27-39 - see pp. 177-178 for materials needed at each station

Follow-up Activity Materials:

Homework:

ASSESSMENT See p. 187 of MTW for individual assessment procedures that allow you to judge (a) the child's understanding of number concepts and (b) the child's knowledge of number words.

READING/WRITING SUPPORT ACTIVITY: Children make number designs as suggested on pp. 177-178 of MTW. Provide the necessary materials for the number stations in use. Demonstrate how to copy the design on to paper, giving simple step-by-step directions. Repeat if necessary. Children work at one or more stations.

If ready, your students can write the numerals for each design and the English word for the numeral. Talk with the students about their patterns. Can they give a name - star, stairs, square - to the patterns they have made? Encourage them to describe their patterns, provide words if they need them. They can then label their designs with these words. See MTW, p. 212, for a discussion of talking with children about their designs.

Keep these designs. In Activity 1.3A, children will staple together designs into number pattern books, which will become part of your classroom library and also, if you wish, go home with children so they can share them with their parents.

FOLLOW-UP ACTIVITY:

HOMEWORK

TEACHER COMMENTS

DATE: February 5, 1988

Adapted from: Math Their Way

MATH UNIT: Multiplication and Division
OBJECTIVES: Answer / solve simple word problems involving multiplication and division

ACTIVITY Word Problems Using Children and Props / Using Blocks and Paper

Some word problems do not specify the operation: they use cue words such as "each" and "in all" to indicate the operation. The children must pick up on these special words in the context of the problem to correctly identify the operation they need to perform. These word problems are more difficult for our students than the type you worked on in the last lesson.

. These problems are first acted out using children and props. Create a situation: bring 4 chairs to the front of the room. Point to one chair. "How many legs does the chair have?" "How many chairs are there?" Can a student suggest the problem? "How many legs in all?" Or use children and desks to create this problem, giving children as much opportunity as possible to come up with the words. "There are 5 desks in the room. 4 children sit at each desk. How many children sit at the desks?"

And for division: "There are 20 children in the class. The class has 5 desks. How many children sit at each desk?" Or, in connection to a recess game or to Field Day: 20 children. 4 teams. How many children on each team? Talk about and demonstrate sharing things among a small group of children so that everyone gets the same number.

Other problems are acted out symbolically using blocks (or other counters) and paper: the children create the problems in front of them as they are spoken. The blocks stand for other objects: "Kim Chi makes 4 plates of cha gio (or cookies if you prefer!). Each plate has 3 cha gio on it. How many cha gio in all?" or "Kim Chi makes 12 cha gio. She has 4 plates. She puts the same number of cha gio on each plate. How many are on each plate?"

As much as possible, have the students suggest words to go with the blocks. You may act out an example, then see how many problems they can come up with.

See pp. 204 - 208 of MTW for many examples of simple word problems using all operations.

ASSESSMENT A beginning level student will be able to solve these simple problems that you create in front of the students. A more advanced student will be able to create the problems themselves from the objects and people available, and then solve them. Listen not only for the correct solution, but for the words the students are able to use.

WEEK: Unit 5 **ACTIVITY:** 5.5B
LEVEL: Beginning
SKILLS

Thinking:

Language:

School:

Literacy:

CORE VOCABULARY

each
how many in all / altogether?
the same number
left over
numbers
fourth, third, etc.
share

Materials Needed: blocks and paper; classroom props

Reading/Writing Support Activity Materials: counters, file cards with problems written on them

Follow-up Activity Materials: classroom props, Magic Slates, large blank matrix

Homework:

READING/WRITING SUPPORT ACTIVITY: Let's Share

Make a set of activity cards, with simple multiplication and division word problems written in outline form on one side of the card. "12 cookies. 6 children. Share the cookies." Children work in pairs, each pair receiving an activity card. Using popsicle sticks to represent people and counters to represent the cookies (or any other object shared), children work the problem, then write their answer on the back of the card.

Each pair now trades its card with another pair of students. They work the other team's problem and see if their answers agree. They sign their names to the back if they do. The children continue trading cards and checking each other's work.

FOLLOW-UP ACTIVITY: Lesson 7-14 through 7-21 of Mathematics ... A Way Of Thinking take word problems a step further by having students record their answers with numerals and the notation systems introduced in Activities 5.1 and 5.3: the 10 by 10 matrix and long division notation. The progression of lessons is the same as that in those earlier lessons.

The creation of the multiplication matrix is achieved through repeat addition problems. This is simple. The division matrix involves fractions: you must judge what is appropriate in symbol and language for your students.

HOMEWORK

TEACHER COMMENTS

DATE: 2/26/88

Adapted from: Math Their Way
Mathematics ... A Way of Thinking
MathQuest 2

PREP Teacher Training Weekly Schedule

Revised January, 1988

Monday and Tuesday

Team Time 15-20 minutes

Each team and supervisor determines how this time is to be utilized and how teachers will be grouped.

Group meeting for:

announcements
logistics
sharing
special training

Individual/Small Group Time
approximately 2 hours for:

materials preparation
classroom projects
observation in classes
special projects
task force work
handbooks
peercoaching

Wednesday

Large Group Training 2-2 1/2 hrs.

Wednesday would be preferably done by morning/afternoon shifts but may occasionally involve an evening session with a visiting consultant.

Each formal training session will followed the next week (or weeks) by follow-up sessions. Follow-up sessions will be conducted by supervisors and specialists, and teachers will be grouped by special interests or needs (e.g. teachers of six and seven year-olds, new teachers, etc.) Follow-up sessions are to focus on sharing and discussion, and especially to provide time for practice in applying a new activity or technique.

Thursday

Special Interest Seminar 1 hour

Seminars will be one hour per week for a minmum of four weeks (average of four to six weeks).

Teachers will have a choice of courses, although some groupings will be based on need (e.g. peer coaches, new teachers, etc.)

Instructors will be supervisors, specialists, and teachers.

Individual Small Group Time -
approximately 1 1/2 hours

Fieldwork, such as:
home and neighborhood visits
classsroom preparation
classroom visitations,
observations of other teachers

individual teacher/supervisor conferences
lesson planning
reading and research
pre/post observation conferences
setting contracts/schedules

Friday

Team or Cycle Time 1-1 1/2 hrs.

A "cycle meeting",
preparing orders/requests
planning cycle-wide events (PTO, Field Day, etc.)
previewing/reviewing curriculum
offering feedback
sharing

End-of-the Week Sharing Time or Educational Video 1-1 1/2 hrs.

Every other Friday, a teacher-training or refugee resettlement video will be shown and discussed. Supervisors will generally chair video discussions.

On the alternate Friday, a sharing time will be conducted by supervisors. Teachers will be re-grouped by special interests or needs (e.g. teachers of 8-11 year-olds, very experienced teachers, etc) Emphasis will be on sharing ideas and activities, also problem-posing and brain storming solutions.

Classroom Management

Objective	Means	Evidence
The teacher will be able to skillfully manage a classroom where each child is aware of the expectations for appropriate behavior.	The teacher establishes clear behavioral expectations for children through the posting of a concise, comprehensible rules chart. Ensures that children and their parents understand the classroom rules by discussing the chart with them with the assistance of a bilingual aid.	Rules chart. PTO agenda.
	When appropriate, the teacher refers to rules chart in giving children positive or negative feedback about their performance in the classroom.	Documented during observation.
	The teacher develops a clsssroom management plan that outlines appropriate classroom behavior, defines how appropriate behavior will be reinforced, and how inappropriate behavior will be sanctioned.	Classroom management plan which includes classroom rules, incentives and sanctions.
	The teacher consistently follows through on the classroom management plan through the reinforcement of appropriate behavior and the sanctioning of inappropriate behavior.	Documented during observation. Anecdotal records.
	There is immediate intervention by the teacher when a child interrupts the learning process through inappropriate behavior.	Documented during observation.
	When a child consistently exhibits inappropriate behavior in the classroom, the teacher schedules a conference with the parents to discuss the child's needs and to jointly develop a cooperative plan for reinforcing the child's appropriate behavior and for modifying the child's inappropriate behavior.	Documented during observation.
	The teacher develops and maintains a positive, non-biased classroom atmosphere and environment where each child is given equal opportunities and attention, as reflected through the integration of the children by ethnic group, age and gender during line-up time, when	

Objective	Means	Evidence
	choosing sides in a game, in the seating arrangement, in access to learning centers, in assigning classroom duties, in access to classroom materials and supplies, and in calling on students to respond during a teacher or student-directed lesson.	
	The teacher works to develop each child's sense of responsibility and accomplishment by encouraging the child to complete any assigned task.	Documented during observation. Samples of sstudent work.
	The teacher instructs children in the safe and appropriate use and care of classroom supplies and equipment. There is immediate intervention by the teacher when a child's safety is endangered.	Classroom management plan. Rules chart. Safety chart. Documented during observation.
	The teacher instructs children in preventive health measures relevant to the classroom setting. The teacher ensures that children and their parents understand preventive health measures relevant to the classroom setting by discussing such issues with them through the assistance of a bilingual aide.	Preventive health chart. PTO agenda. Documented during observation.

Professional Growth and Development

Objective	Means	Evidence page 3
The teacher will be able to take responsibility for his/her own professional growth.	The teacher reflects upon, and evaluates, own strengths and weaknesses.	Notes from conference with the supervisor.
	The teacher sets personal goals for professional growth.	Teacher/supervisor contract.
	The teacher initiates own search for new ideas to use in the classroom.	As noted during team meeting. Notes from conference with supervisor indicating that the teacher consults with others to obtain suggestions and new ideas. Notes from conference with supervisor indictating that the teacher conducts research to obtain new ideas.
	The teacher shares own ideas and experience with others at team meeting. The teacher participates in preservice teacher training as a presenter or as a paired teacher.	Notes from observation at team meeting. Preservice training schedule. Completed preservice training plan.
	The teacher reacts positively to challenging ideas and feedback.	Notes from conference with supervisor.
The teacher will be able to explain what he/she does in the classroom, and why, by identifying and describing how his/her teaching is based in the approaches and methodologies used in the PREP program.	The teacher explains how children learn by identifying and describing how he/she provides for children's varied learning styles within the classroom.	Documented during observation of a training session presented by the teacher. Notes from conference with the supervisor that document the teacher's analysis of his/her own teaching performance measured against a theoretical standard.
	The teacher explains developmental learning theory by identifying and describing how he/she incorporates the Natural Approach, whole language approach and discovery approach to math and science into his/her classroom instruction.	Documented during observation of a training session presented by the teacher. Notes from a conference with the supervisor that document the teacher's analysis of his/her own teaching performance measured against a theoretical standard.

Objective	Means	Evidence
	The teacher explains the integration of subject areas across the curriculum by identifying and describing how she/he utilizes a thematic approach in organizing his/her classroom instruction.	Documented during observation of a training session presented by the teacher. Notes from a conference with the supervisor that document the teacher's analysis of his/her own teaching performance measured against a theoretical standard.
	The teacher explains the integration of creative arts across the curriculum by identifying and describing how she/he extends and expands upon ELU and literacy lessons through the use of the arts.	Documented during observation of a training session presented by the teacher. Notes from a conference with the supervisor that document the teacher's analysis of his/her own teaching performance measured against a theoretical standard.
The teacher will be able to describe the general living situation and environment of his/her students.	The teacher visits each child at home. The teacher conducts regularly scheduled conferences with the parents. The teacher observes and notes the physical condition and health needs of each child.	Anecdotal records. Record of parent-teacher conferences and home visits.
The teacher will be able to identify students' cultural backgrounds and the implications for classroom instruction such as: -Specific cultural practices that may affect the child's participation in school (e.g. culturally-based dietary restrictions, folk medicine, etc.) -Knowledge and understanding of the cultural "do's and don'ts" for each ethnic group represented in class. -Knowledge about the significant cultural holidays and events of each ethnic group represented in class.	The teacher attends training sessions about the cultural customes and traditions of each of the ethnic groups represented in the camp population. The teacher incorporates ethnic holidays, games, crafts, and stories into his/her lessons when appropriate. The native cultures of the students are reflected in the "material culture" of the classroom, through the display of artifacts, posters, art, and books.	Training session attendance records. Lesson plans. Documented during observation.

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World Relief

Jerry Ballard, executive director

WORLD RELIEF
PREP PROGRAM
JOB ANNOUNCEMENT

TEACHER SUPERVISOR

Scope: To provide training and supervision in theory and methodology to a team of up to eight (8) teachers as they implement a comprehensive program to prepare elementary children for U.S. school integration. Reports to the training specialist.

Responsibilities include:

1. To supervise and train a team of up to eight (8) teachers on a daily basis.

2. To convene regular team meetings as scheduled within the training design.

3. To provide regular classroom observation of teacher instruction (to also include model and demo teaching as necessary).

4. To present formal and informal training sessions as determined by the training schedule.

5. To document teacher performance and conduct performance evaluations for each teacher.

6. To monitor and coordinate classroom materials use and needs by teachers.

7. To assist in writing curriculum if requested.

8. To report in writing monthly to the training specialist and more frequently as requested.

9. To provide information as needed to the curriculum specialist.

Requirements: M.A. degree or equivalent experience in elementary education or related field. Two years teaching experience in U.S. public elementary schools in content areas or ESL. Prior overseas and cross-cultural experience. Experience in training and supervision.

Remuneration: annual salary of $17,100; free housing; health, dental, and life insurance; round trip travel.

03/08/88 LP/djc